UNITED NATIONS
ECONOMIC AND SOCIAL COUNCIL

Distr.: GENERAL
E/ECA/AATD/84/9
2 November 1984
Original: ENGLISH

ECONOMIC COMMISSION FOR AFRICA

Fifth Biennial Training and Development Conference of the African Association for Training and Development

Addis Ababa, 19-29 November 1984

LC/NAIROB

NOTE OF DISCUSSION AND CONSIDERATION FOR CRYSTALIZATION AND SHARING OF IDEAS ON HUMAN RESOURCES PLANNING DEVELOPMENT AND PRODUCTIVE UTILIZATION

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NOTE OF DISCUSSION AND CONSIDERATION FOR CRYSTALIZATION AND SHARING OF IDEAS ON HUMAN RESOURCES PLANNING DEVELOPMENT AND PRODUCTIVE UTILIZATION

James A. Bukhala, Ph.D
AATD Secretariat

Focus	Notes
Issues:	
1.1 Lack of universally acknowledged, accepted and applied operational definition of human resources in respect of its nature, scope and the language of the subject.	
1.2 The disparity between developed countries and Africa in the application of the definitions, concepts and conventions - the quest for commonly known concepts.	
1.3 Isolationism and dissipation of effort in human resource development whereby:	
1.3.1 Its planning is undertaken in isolation of: (a) Overall socio-economic development planning; (b) Its development, distributive allocation and productive utilization; (c) The various programmes for nurturing the various human "resources" are undertaken in isolation of each other, and as ends in themselves.	
1.3.2 Its development is undertaken in isolation of and with no due regard for its distributive allocation and productive utilization requirement.	
1.3.3 (i) The diversity of the agencies & institutions concerned with the planning, development, distributive allocation and monitoring of the productive use of human resources and their subsequent tendencies to:	

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(a) draw a circle around their piecemeal programme components to the extent that the various programmes lack coherence and common focus;

(b) act in isolation of each other to the extent that the various human resource development strategies and policies are neither coherent nor harmonised. They remain unco-ordinated, consequently wastage of resources and human effort.

1.4 Piecemeal and singular approach in human resources planning: with emphasis more on the quantitative balancing of the supply and demand equation, and none on qualitative, mutually supportive aspects that would bring about coherence.

1.5 Tendency to regard the:

1.5.1 Education and training aspects as the only quality enhancing factor in human resources development, with no due regard for the role of health, nutrition and food, habitat/environment, productive employment,etc.

1.5.2 Utilization's tendency to (i) emphasize "labour force" group with no regard for others like the youth, the retired and aging, women, refugees prisoners, those in institutions of learning; (ii) disregard those that are not actively looking for work and provide no machinery for their mobilization and encouragement.

1.6 Tendency to overstress the wage employment sector with no due regard for self-employment of inventive entrepreneurs or income generation activities in traditional crafts or service rendering.

1.7 Tendency to overstress the formal sector while overlooking the informal and rural sector in self reliant income generation activities of traditional craft production and traditional social service rendering.

1.8 The tendency for governments pre-occupation with manpower development for the Public Service with no equal emphasis on manpower development for other sectors such as the Private, the parastatal and rural sector.

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1.9 The tendency for pre-occupation with those actively looking for and in employment for which ministries of labour exist, without due regard for the majority human resource not actively looking for jobs and not engaged in any form of income generation activities or employment; and unfortunately, for whom no institutional machinery exist to plan activities and put their resources potential to productive use.	
1.10 The growing trend of rural to urban shift which has left the rural sector with neither the "knowledge intensive" workers nor the "labour intensive" ones, hence the declining food production of the agricultural sector.	
1.11 The inability to justify the relatively high costs of education and training in the wake of Africa's performance in:	
(i) negotiations whereby the tendency is to demand rather than apply negotiations skills and obtain terms favourable to the region;	
(ii) continued mismanagement, inefficiency and high operational costs of development management institutions and programmes;	
(iii) anticipating and creating institutions for managing crisis such as hunger and other disasters relative to weather, drought, cyclones, etc.	
1.12 The lack of balance, if not mismatch between behavioral science skills and physical science technological skills base and in the professional para-professional/ technician ratios.	
1.13 The tendency for one country to experience deficit in skills of one category while the other has a surplus.	
1.14 Increased governmental machineries' mismanagement, inefficiencies and subsequent high operational costs that are resulting into increased pressures to reduce three high operational costs through such soft option suggestions as:	
(a) Removal of subsidies on food, rents, and other human resources quality enhancing and quality sustaining programmes such as education, health: steps of which are devastating in that with the high cost of these:	

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(i) the crisis of hunger, disease, ignorance and increased costs of life enhancing and life sustaining services will be shifted to the poor; and hence condemning 30% of national populations and (in some cases where hunger has been on for more than 7 years (an entire generation) individuals with low quality intellectual, emotional, and performance skills: besides increasing morbidity thus and minimizing productivity;

(ii) the national populations would be cut into two: a few who can afford the human resources high quality enhancing and sustaining services; and most who cannot afford them: this perpetually leaves the majority dependent on a minority for productivity and subsequent provision of the life sustaining and life enhancing services;

(iii) the current state of want and lack of opportunity for accessibility to these human resources high quality sustaining and enhancing services would continue to sustain the prevailing tendency to borrow and the subsequent indebtedness be it in financial and material resources at best or at worst technology, ideas and ideologies;

(iv) the increased lack of opportunity to these human resources high quality enhancing and quality sustaining services, nations states could be subjected to poverty, social instability with their devastating effects.

There is a high correlation between poverty, social unrest, upheavals and revolutions or those who discuss ideas, events and people in the course of national dialogue with the state of the underdeveloped nature of the majority of national human resources.

1.15 The paucity of data and well developed universally agreed techniques for their collection, processing and application.

Ideas for consideration in response to the above-mentioned issues:

As one of the national stock of resources like other resources of woodlands, water, minerals, etc. human resources should command a similar care in its development and productive use be it in the public service as equally as in the private, parastatals or rural sectors.

Nature of H.R.: Like natural resources with specific variables which naturally occur or are naturally available, the resources that are innate and naturally occur in humans, and which require to be identified and developed for activation in socio-economic development include:

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(a) Knowledge of the whats,when and hows of doing things or phenomena.

(b) Skills relative to:

(i) intellectual "covert" thought processes often referred to as cognitive skills;

(ii) emotive aspects of feelings, interests, attitudes, motivations, emotions and value processes that are often referred to as affective skills;

(iii) performance skills of manipulation of tools, equipment and instruments for accomplishing tasks in production, service rendering and income generation; often referred to as psychomotor skills;

(c) Physiological resources of:

The brain, nerves, sensory receptors, muscles, the skeleton metabolic body systems, and kinetic energy;

(d) Basic needs satisfaction urge or drive; and propensity to engage in exploratory,creative, inventive, innovative and thought processes of research and development activities for sustained income generation activities, fostering technological change and spurring growth;

(e) Organizational Resource:

The inclination for order and organization as to establish and manage the planning, development and utilization systems and other non-human and human resources;

Could the operational definition of human resources be the intellectual, emotional, operational, physical, and other attributes of basic needs satisfaction and the inclination for order that have the highest potential for developmental, or inhibitive of action in income generation activities or sustained productivity? Would these attributes be the above-mentioned? If not, what else?

Consider a framework for ensuring coherence in and integration of these in a co-ordinated human resources development.

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2.2 The Scope: Consider the productivity potential in the following groups:

- the youth - boys and girls;
- the "prime labour force" of men and women;
- the adults - men and women;
- the retired, aging and aged;
- the handicapped;
- those in corrective institutions;
- those in education and training institutions;
- those in refugee camps.

Consider the effect on national productivity if (i) only one section of the above was the only one active; (ii) if all were mobilized and activated.

Any human being in whom anyone of the proceding resources are determined to exist and on whom nation states invest for the development and protection from the impairment of these resources through education, health, nutrition, etc. whenever they may be, etc. are potential producers and capable of rendering a mutually supportive service; could all these be assisted to maximize their returns for nation building and development?

2.3 The language and concepts:

What do the following mean in the African context?

- human resources, employment, unemployment, underemployment, productive employment (use) and wage employment, productivity, human capital, human resources capital, and human resources capital formation or human capital formation?

3. Towards minimizing isolationism and developing a coherent and mutually supportive human resources development programmes.

3.1 Possibility and requirements for:

3.1.1 Integration of:

(i) the human resources planning sub-system with the overall socio-economic development planning;

(ii) the human resources planning sub-system with those of the development and utilization sub-systems;

(iii) the various programmes for nurturing the development and protecting the impairment of the various factors of "high quality" inputs in human resources with each other, and into the planning, development and utilization sub-systems;

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(iv) the various sub-systems of planning, development and utilization into one human resources management system.

3.2 Establishment of the various sub-systems:

(a) The planning sub-systems components focus of:

(i) balancing the supply and demand equation and quantitative and qualitative aspects;

(ii) anticipating problems in qualitative aspects and planning for dealing with the problems lest they affect the required "value addedness" in human resource.

Education and training skills balance, and anticipating what might impair the development of skills thereafter taking preventive measures by planning for:

- food sufficiency and nutritious food intake surveillance and intervention;
- habitat and environmental pollution surveillance and intervention;
- sports and cultural activities, etc.;
- physical, mental and social health status surveillance and intervention.

(b) Development sub-systems of the following programmes:

(i) maternal and child care to enhance human resource survival and growth;

(ii) education and cultural heritage programmes to nurture the development of cognitive and affective skills;

(iii) training programmes: to nurture the full development of performance skills;

(iv) health status surveillance and intervention programmes: to ensure that the development of cognitive, affective and psychomotor skills, and physiological resources are not impaired;

(v) nutritional status surveillance and intervention to enhance efforts at i, ii, iii, and iv, ensure that they are not adversely affected and ensure that natural immunity is not impaired;

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(vi) habitat and environmental degradation surveillance and intervention to minimize illness due to pollution of water, food, air etc.;

(vii) guidance and counselling to activate a recognition of each individual's potential and facilitate judicious choices of what to study and what to do in life;

(viii) employment and productivity enhancement status surveillance and intervention with incentive systems to maximize the productivity of the entire spectrum of human resource and the application of their innate resources.

Integrated human resources development would appear to call for a series of coherent and mutually re-inforcing policy and institutional machinery components involving a number of ministries, notably social services, health, education, agriculture, manpower, planning, etc. and taking into account special interest group programme needs for:

- Maternal and child care: the foundation upon which subsequent human resources quality factor inputs of health, nutrition, education habitat and environmental pollution degradation surveillance are built;

- Primary health care components

- Extension education and training for:
  - the youth
  - women and children
  - the prime labour force
  - the handicapped
  - traditional rural/urban craftsmen/women
  - adults
  - the retired and aging

(c) Productive utilization sub-system

(i) Enhancement of productivity

(ii) Wage employment versus productive employment for self

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(iii) Generation and distribution of employment and income generation opportunities - both in formal and informal sectors rural and urban areas and for all	
(iv) Distributive allocation and appropriate deployment of human resources of the youth women, the handicapped, the retired and aging, the prime labour force, etc.	
(v) Productive use of the entire spectrum of human resources identified in the above: each in accordance with his/her own capacity and capability, wherever he is placed	
(vi) Incentive systems for (a) enhancing productivity and (b) influencing distribution of income generation activity opportunities in economically depressed (abandoned) rural and urban areas	
(vii) Effective identification, development and exploitation of each individual's known "resources" for enhancing his/her self reliance but also that of the community and the nation as a whole	
(viii) Turning education and training as well as corrective constitutions into production, service rendering and income generation centres for their self-reliance rather than dependence in governmental sub-ventions.	

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4. Combating isolationism approaches and ensuring policy harmonization, programme co-ordination and coherence.

4.1 Re-examine - Human Resources policies:

Overall

- Demographic aspects in relation to national capacity to provide the essential inputs required for enhancing human resources quality;
- Educational aspects in relation to knowledge and skills that promote self reliance in employment and income generation, and interface between theory and practice, the school and the world of work;
- Health aspects in respect of preventive rather than curative, dispersal rather than concentration of services;
- Training aspects in relation to transfer and application of technology, keeping abreast of technological development and knowledge boom;
- Food and nutritional food intakes emphasis on quality than quantity, self sufficiency than sarcity, food crop production than cash crop production;
- Incentives and effective management for enhancing productivity;
- Distributive allocation of employment/income generation opportunity, and subsequent productive use of the entire spectrum of human resource;
- environmental and habitat status surveillance.

All in so far as they enhance or affect the quality of human resources.

Sectoral:

Education policies
Training policies
Health policies
Food and nutrition policies
Housing and environmental policies, etc.

Re-examine delivery systems for education, health, food, water,etc.
Re-examine institutional machineries for policy harmonization and programme co-ordination.

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National system and sub-systems
Key Sector system and sub-systems
Sectoral system and sub-systems

4.2 Consider the need for a coherent, mutually reinforcing and supporting programme strategy.

5. Organizational System and Sub-System

5.1 Consider the Human Resources Management System ministry within which the following would be the major sub-systems:

(a) Planning Sub-system

Planning for:

(i) Balance in the supply and demand equation
(ii) Quality human resources, consider the case for:

Education, health, nutrition and food, environment and habitat, sports and cultural activities and provision of employment and income generation opportunities, etc.

i.e. production and monitoring the execution of the respective plan and sub-plans.

(b) The Development Sub-system

Production of sectoral plans, mobilization of resources and execution of activities in education, training, health, food and nutrition, habitat and environment, employment and income generation activity, etc. status surveillance and intervention.

(c) The Utilization sub-system

Planning for and execution of distributive allocation, deployment, and monitoring productive use, and productivity of human resources and incentive systems in:

- generation of employment income generation activities;

Providing incentives for:
balanced income generation activity and employment generation both in rural and urban areas.

Stimulating increased and stabilization in productivity.

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5.2 The Machinery

Consider a multi-tier arrangement:

5.2.1 National Level: One ministry with the three above-mentioned sub-systems divisions

5.2.2 Key Sectoral Level: Consider designation of key ministries each of which would be responsible for

(i) the public service
(ii) the public corporations
(iii) the private sector
(iv) the urban and rural sectors

i.e. four ministries, in each of which the three sub-systems exist, responsible to the national ministry.

5.2.3 Sectoral and organizational level: Each ministry and organization concerned with human resource management to establish a human resources management system and sub-systems responsible to the key sectoral ministries at the second level.

Consider linkage-reporting relationships of accountability between ministries at national, key sectoral and sectoral levels.

5.3 Staffing Requirements

Consider a human resource management team of the following at each of the three levels of human resources management:

(i) Manpower planners
(ii) Training managers, and trainers
(iii) Employment and productivity planners
(iv) Personnel management services officers

5.4 Data and information system of:

(i) Data required for the manpower planning sub-system
(ii) Data on education
(iii) Data required for the training sub-system
(iv) Data required for employment and productivity enhancement sub-system

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6. Consider a programme of action and phases towards re-orientation of outlook to and the development of quality human resources management and development.

6.1 Institutional machineries development

Phase I:

(a) National inter-ministerial and cross-sectional/ sectional consultations, and review dialogues to:

(i) Analyse and crystalize the related issues and constraints in human resources planning, development and utilization.

(ii) Develop proposals and strategies for redressing the constraints identified i.e.:

- proposals for (if deemed desirable) human resources management system and sub-system.

Focusing on requirement in:

- policies
- organizational structure and related unit functions
- staffing
- information systems base

Specialist ministries to cater and with responsibility, for human resources in:

Public service
Public corporations
private and urban administration

(iii) Specialist task force formation to refine and prepare a letter of transmittal of the proposals for consideration of higher authorities.

(iv) Consideration of proposals by higher authority permanent secretaries and ministerial meetings, seminars or workshops.

Phase II:

(v) Workshops and seminars for human resources management team of technocrats from key sectoral ministries to:

- determine requirements for internal adjustments for better fulfillment of their assigned human resources management functions;

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- Develop a plan of action in their structural adjustment and development of their staff;	
- Determine operational linkage relationships between themselves, with the central ministry and those for which they are responsible.	
(vi) Skills development workshops for each of (separately or together) the human resources management team.	
Phase III	
(vii) Initiation of action to reconstitute, adjust and/or establish an agreed human resources management system and sub-system.	
(viii) Placement of trained individuals and continued monitoring of placed teams;	
(ix) Selection and placement for external attachment or study tour of selected human resources management team members;	
(x) Institutionalization, continued viable operation and monitoring of the operation of the new/ reconstituted human resources management system and sub-system.	
6.2 Human resources development programmes	
INTEGRATION:	
(i) Sectoral human resources planning, development and utilization;	
(ii) General national human resources planning, development and production utilization.	
- Human resources planning: demographic factors in relation to national capacity for integrated coherent and mutually supportive and reinforcing programmes.	
(iii) Human resources development:	
- Maternal and child care - Education - Pre-primary Primary Secondary Higher	
Non-formal/extension/continuing education in support of	

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Primary health care components of: - Promotion of proper nutrition and nutritious food production - agriculture; - Environmental pollution surveillance, adequate supply of safe water, and basic sanitary measures; - Maternal and child health care incorporating family planning; - Appropriate measures for preventive medicine - immunization against infectious diseases, prevention and control of locally endemic diseases, and awareness of and ability for diagnosis and simple and interim action of treatment for common diseases, injuries, etc. - Community action campaigns and co-operatives.	
(iv) Developing the capability and capacity of those outside the formal system and in particular youth-boys and girls, adults - men and women, the handicapped, the retired and aging.	
(v) Extending education and training opportunities - Training; - Productive employment/income generation; opportunities; - Guidance and counselling; - Incentive system; - Effective human resources management.	